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ABSTRACT

This issue contains six articles about the practice of adult and nonformal education in the Asian South Pacific region, as well as committee reports, policy statements, and regular features. The articles on adult and nonformal education, and other entries are as follows: "Emerging Trends, Concerns and Issues in Educational Development in Turkey" (Eyup G. Isbir); "Self-Help and Literacy in Bangladesh" (S. B. Barua); "Strategies for Fulfilment of Basic Needs" (Ishwar Prasad Upadhyaya); "Professional Institutions and Self-Learning System--New Development in Adult Education" (Lo Ming-Tak, Alice Chow Yuk-Ying); "A Bill of Rights for the Adult Learner"; "National Literacy Course, Papua New Guinea" (Fred Michael Likia); "From the Trainers' Point of View. From One Success to Another"; The Greening of Development Theory" (Michael Burgess); and "Making Common Cause Internationally" (Policy Statement for Nongovernmental Organizations). The Learning Exchange posts notices of workshops, conferences, meetings, and educational events; a resources section lists a newsletter for those working with older adults, a book highlighting 7 stories from 30 studies about the relationship between adult education and development, and a review of a seminar on literacy in development. (KC)

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REGIONAL TRENDS SUSTAINABLE DEVELOPMENT

ASPBAE COURIER NO. 51

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INTRODUCTION

This issue of the Courier contains a variety of articles about the practice of adult and nonformal education in our region.

In addition there are two articles which are concerned with wider issues of the environment and sustainable development. Interestingly these do not directly mention adult or nonformal education, yet adult educators would see themselves as being centrally involved in educating people about such issues. Sustainable development will be one of the themes of the ASPBAE General Assembly in December 1991.

Another theme will be publications and communication. The future role of the Courier and other ASPBAE publications will be considered in this context. If ASPBAE members have any comments about the Courier, the need for change in it or in other publications, the need for new or different methods of communication then please write to me at the address below and I will pass on your comments to the sub-committee.

The next issue of the **Courier** has been edited by Dr Premdasa Udagama of Sri Lanka. He was at one time Director-General of Education in Sri Lanka and has worked extensively in Asia and the Pacific on a range of educational projects. He made an exploratory visit to Burma for ASPBAE in the early 80s and has contributed to the **Courier** from time to time.

The topic of the next issue is "Adult Education and the Quality of Life".

The third issue in 1991 will be a special issue on **Unity in Diversity** which is the major theme of the General Assembly to be held in Tagaytay City in the Philippines from 9-16 December.

Contributions on the theme of **Unity in Diversity**, with a focus on some aspect of adult/nonformal education are welcome. Please send contributions to:

The Editor
ASPBAE Courier
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EMERGING TRENDS, CONCERNS AND ISSUES IN EDUCATIONAL DEVELOPMENT IN TURKEY*

Professor Dr Eyup G Isbir, Vice-Rector, Selcuk Universitesi

The development of education is one of the most important priorities in Turkey. The Turkish government allocate approximately 10% of the annual budgetary expenditure. This shows that the Turkish government spares no effort in responding to the growing needs of education.

The Ministry of National Education, is Turkey's largest establishment with 65,000 educational institutions, 434,000 teachers and 12 million students.

The present structure of the Turkish Educational System includes two main parts which are: Formal Education and Non-Formal Education.

Formal Education covers "pre-school education", "basic education", "secondary education" and "higher education". Non-Formal Education covers all other educational activities within or outside Formal Education.

Non-formal or Adult Education

Adult education or non-formal education is conceived as an extension of educational opportunities to people who either could not benefit from their formal education in childhood, or who are required by specific circumstance of life to enlarge their knowledge or skills. At the same time adult education serves to meet educational objectives. Adult education programs are conducted both within and outside the formal education system. The program is organised by a variety of governmental bodies, national institutions and voluntary organisations in various forms. The overall responsibility for adult education policy and development rests with the Ministry itself, within the framework of educational institutions, which organise courses for all people at all levels. There are mobile teams which provide courses for village communities. Through these courses, village people are trained in needed vocations and, at the same time, general educational opportunities are provided for them.

Outside the educational framework the Ministry has established non-formal vocational and technical educational institutions such as practical trade schools, public training centres, apprenticeship training centres and adult training centres.

Apprenticeship Training Centres

The target of the apprenticeship training centres is to train 12-18 year old school leavers who are working at the firms as apprentices. Apprenticeship training lasts 3 to 4 years, and those who attend and finish the courses successfully can gain a profession. Apprenticeship training centres operate within the Industrial or Vocational Lycees, though some of them operate through separate premises

In the 1988-1989 schooling year 101,704 students attended such courses. After the "Law of the Professional and Apprenticeship Training" came into effect, the capacity of the courses expanded and in the 1989-1990 schooling year 151,000 students enrolled in the centers. There are 200 apprenticeship training centers in 53 provinces and these centers organise courses in 50 professional branches.

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* Presented to SE Asian Regional Consultation, Jakarta

Adult Technical Training Centers

There are two types of adult technical training centers:

for primary school graduates

for general lycee graduates.

The former are the same as practical trade schools, but they serve the 15-20 age group. The latter are designed to train general lycee graduates who are not able to get into higher education and who want to get into industry and do not have the necessary skills and knowledge in specific industrial trade areas. For each trade area there are a number of modules. After successful completion of each module, a trainee is qualified for a certificate. If a trainee completes the whole series of modules in a specific trade area he or she is entitled to get a diploma equivalent to the one given by industrial or vocational lycees.

A new law No 3308, was enacted on apprenticeship and vocational training. In accordance with this law, new programs were developed in the area of vocational education for men and women, tourism and commercial education, the dual system includes all the new programs. Apprenticeship training and adult education are to be offered for those who will undergo vocational training in enterprise.

Non-Formal Education Activities

Non-formal education activities in Turkey can be gathered under five topics according to the needs of fellow citizens and the development plans.

Vocational courses

People who do not have a chance to attend formal education institutions can attend the vocational courses to gain a profession or to make progress in their own field.

General knowledge courses

General knowledge courses are the ones in which science and social subjects are presented in general fields.

Social and cultural courses

These courses are open for raising the cultural level of our fellow countrymen. These courses have also made the spare time of citizens more valuable.

Social and cultural activities

These activities are made to introduce the Turkish culture, to arrange sports competitions and to hold meetings, conferences and panels.

Illiteracy courses

These courses were arranged for people who could not read and write and the number of illiterate people came down because of these courses. Today, the basic aim of literacy acquisition courses is to promote the continuity of literacy and to develop individuals to the upper limit of their ability. Literate individuals are being encouraged in the habit of reading, through providing them with supplementary publications.

SELF-HELP AND LITERACY IN BANGLADESH

S. B. Barua, Director, Swanirvar Bangladesh

The New Vision of Education for All aims at making education relevant to life and focussing on learning. The strategies for meeting the basic learning needs are multi-dimensional and the processes for "broadening the scope of basic education", "building new alliances" and "enhancing the learning environment" are not particularly easy. While the methods and means of attaining those goals are community-specific and culture-specific, interested countries may gain a lot by exchanging the diverse and rich experiences that exist round the world in related fields.

In the above context, Swanirvar Bangladesh, a national private voluntary organisation of a country where nearly 76% of the population are still deprived of the blessings of enlightenment through letters, learnt over the years that with motivation, planning and a coordinated approach, much could be achieved with even scanty resources. Over the last decade or so, Swanirvar Bangladesh helped in establishing some 10,000 literacy centres in 138 upazillas of the country through which about 832,000 males and females have been liberated from the curse of illiteracy. The average out-of-pocket cash expenses have been only equivalent to US $7.00 per person per year, though there are other accountable costs too, received mainly as free contributions such as books, implements, accommodation, labour and the like.

Swanirvar Bangladesh's general approach is total development of all sections of society, and following the Swanirvar, meaning literally self-reliance principles, much of the work is done by and from within the community. Swanirvar Bangladesh does the initial motivational works and organises 5 distinct homogeneous socio-economic groups, namely farmers, landless, women, youth and available vocational groups within the village. They then form a village development committee with equitable representations from each such group. The members of the village committee take charge of different developmental activities such as agricultural production, village infrastructure, cottage industries, education, health and family planning, law and order, recreation and so on. A detailed socio-economic survey is carried out, a village development plan is drawn up according to what the villagers themselves think ought to be done for their own development, group and village funds are established through weekly savings. Community contribution of resources for implementation of the village development is significant, though understandably, not enough for the needs. However, the local initiatives on self-help basis usually arouses adequate interest amongst the local government officials to induce them to support the programs through material and other assistance out of government allocations.

The needs of the landless and the women figure most prominently in Swanirvar sponsored development in which literacy and family planning receive the highest priority. Literacy and skill development are seen as package programs and collateral-free short term loans for the landless under the Swanirvar Credit scheme promotes off-farm employment (about 70% beneficiaries are women). Owing to the integrated nature of the activities, there is better inter-sectoral support and mutual reinforcement of education, health, family planning, income generation and relating programming. There is further reinforcement owing to literacy and family planning being conditions for obtaining loans under the Swanirvar Credit program. Various evaluations have indicated that literacy and contraceptive prevalence rates in Swanirvar villages are about twice the corresponding national rates. Involvement of the community members in identifying their own development needs triggers their maximum participation in implementation of the plans too. Among others, learning, emerging as a felt need for supporting other needs of life, paves the way of a meaningful development at the grassroots.

For literacy, flexible time is followed, allowing usually 2-3 hours a day and thus taking a longer time to finish courses. Besides informal instructions, standard text books are followed for both children and adults, and after completion of a 6-month literacy course, skill training in agriculture, pisciculture, animal husbandry, cane & bamboo work, sewing, weaving, carpentry, hairdressing, laundering etc as appropriate for the local economy is pursued. As Swanirvar's own facilities for such vocational training are limited, opportunities available through various government departments and non-government organisations are made use of as far as practicable. The non-formal pre-primary and primary education at the Swanirvar has traditionally looked at the needs of education beyond literacy on the basis of the community requirements, but recently certification objectives are also engaging attention.

STRATEGIES FOR FULFILMENT OF BASIC NEEDS: A CONCEPT PAPER

Ishwar Prasad Upadhyaya, Additional Secretary, Ministry of Education & Culture, Kathmandu, Nepal

An effort to satisfy needs has always been a challenge to human ingenuity and perseverance. Sickle and plough have gradually been giving way to more sophisticated equipment and gadgets for on-farm activities. So one can imagine how needs have led to the invention and development of new gadgets and implements. It has been very aptly said that need is the mother of invention. The proverb is perhaps one that clearly defines the role of the need in human life and its environment.

Need is Multifaceted

Need is multifaceted; it is economic, social, physical, mental intellectual, cultural, etc. Man needs food as a physical requirement, to keep informed of developments that directly or indirectly affect his life and, therefore, we can label these as intellectual needs. A man or woman may need to know why they celebrate a particular festival on a particular occasion and therefore, this is a cultural need. Numerous such examples could be cited to explain the multidimensional or multifaceted character of the needs. It cuts across all aspects of human life. It is as pervasive and as limitless as perhaps the sky itself.

Need is Hierarchical

A man perhaps can feel the need of an item like, say, radio only after he has satisfied the need of having two square meals a day. So survival needs precede recreational needs. Humans, similarly, cannot expect to do complicated mathematical sums without first being familiar with the numbers. So the need to familiarize first with numbers will lead them to satisfying the need of doing harder sums. It, therefore, suggests that need follows a sequence. It proceeds step by step. It moves in a hierarchical order. It moves from personal to community to national levels.

Need is Reproductive

Satisfaction of a human need reproduces or regenerates another need. An unemployed person is in obvious need of getting a job to make a living. But once he gets employed, he feels the need of climbing up his career ladder. Meeting physical needs such as food, clothing and shelter provokes innately the need for acquiring means for more decent living with better housing, with better clothing and with better recreational facilities. So need is a continuing endless process hardly with a prospect of reaching the dead end.

Need is Relative

What is the need of today may not be the same for tomorrow. First of all it has a time relevance. The need of someone living in the 15th century has undergone dramatic change in today's world both in form and substance. The needs of different communities within a society are of varying nature and form. The need of urban community is perhaps safe drinking water, better quality schools, better transport system, better amenities of life. The rural areas have the need for drinking water, a moderate school, or a rural road. So both communities have a different perception of the need depending upon their local circumstances. So need is influenced by the development level of the communities and hence the need has a situational relevance. Similarly, it has economic, social and cultural relevance.

Need is Technology-Responsive

Technology today has served as a catalyst for generating needs at personal, community and national levels. In fact, need creates technology and technology creates need and this moves in a vicious circle. It is the technology that has brought the human civilization from its primitive form to the present pass. So technology is an undercurrent in the movement of human civilization.

Individual Needs Versus Community Needs

Individuals in a community taken separately have varying degrees of needs. Some may have needs just for bare survival such as food, shelter and clothing while others may have needs beyond the survival ones. So individual needs tend to be vertical. But there are some needs within individuals in a community which are common and therefore tend to be horizontal. Such a community with horizontal needs at a given point of time is a homogeneous one and most likely to be conflict-free. Individuals and the community in such a situation have a commonality of goals, purpose and therefore are likely to work as a cohesive force with an enhanced prospect of attaining the goal set for it.

Community Versus National Needs

Several communities such as the rural community, urban community, working community, industrial community work towards acquiring the means for a better life. Their needs are diverse both in degree and form. If these needs are harmonized in a fashion that working towards them does not produce any significant conflict but helps to satisfy the needs a nation has identified, then they contribute positively. National needs for producing more of both goods and services are most effectively met through such a harmonious relationship of the needs related to the communities.

Some Needs are Cross-Cultural

Physical needs are mostly the same in all societies. Food, shelter and clothing are examples of needs of this category. Similarly for a human being, literacy and good health are also essential needs. Since human beings organized themselves into society with intent to live safely and joyfully, security has come to be recognized as a necessary condition for peaceful living.

Human beings have mental and intellectual needs apart from material needs. Human civilization could not have come to such a pass without satisfying these needs. Literacy enables a person to undertake daily transactions. It creates a capacity to receive, analyse and apply the messages relevant to her/his life.

Some are cross-cultural, basic for survival as a human being. It therefore underscores the fact that some human needs could be categorized as basic depending upon the level of development of a country.

Strategies for the Fulfilment of Basic Needs

World-wide different approaches are being made to fulfil the requirements of the society. The 'Trickle down' theory still prevalent in most countries held that by raising production and income the benefits of developmental activities would automatically percolate down to the lowest strata of the society living in poverty and squalor - mainly located in rural outlying parts of the country and in urban slums. This concept does not seem to be working to the satisfaction of the planners and policy makers. It has therefore been the attempt to identify the hard core groups in the society and formulate special programs to alleviate their poverty by meeting this basic human needs. It is also obvious that all needs cannot be fulfilled at once, they have to prioritized in consistence with the availability of resources and managing capability.

Basic Needs as Interpreted in Nepal

Nepal falls into the category of the least developed countries. Its per capita income is about 160 US dollars. Estimated 5 percent of the population are without any shelter of their own. Though the death rate has declined to about 18 per thousand because of extension of health facilities, the infant mortality rate is still very high, about 110 per thousand. Life expectancy at birth has risen to 52 years, yet the fertility rate at 6.2 is a matter of great concern. Diarrhoea and parasitic diseases plague us with perhaps 80 percent of the population suffering from the latter at any one time. Chronic malnutrition affects up to 50 percent of the children with a clinical malnutrition rate of up to 15 percent and a significant proportion of children under 6 years of age (perhaps 45 to 50%) are stunted. Calorie intake is only 86 percent of the total requirement. Diseases like malaria and small-pox have virtually been controlled but incidence of iodine deficiency diseases like goitre and cretinism are significantly high. Only a small proportion of textile need is currently met by domestic production. Several of these problems are the result of not only inadequate medical services, but also a product of ignorance and poverty.

The literacy rate in the country is estimated to be 35 percent. At the primary education level, in about 15 years the gross enrolment ratio has almost doubled to 82 percent, yet the net enrolment ratio is only over 60 percent. Girls' enrolment, the main obstacle to the attainment of the universalization of primary education, accounts for about a third of the total enrolment.

Nepal has identified food, shelter, clothing, education, health care and security as the essential needs of the population. It is estimated that about 450 out of every 1000 population need most of these for survival. This target group which falls below the poverty line is the concern of the nation.

Strategies for Fulfilment of Basic Needs in Nepal

The current development plan, over and above its strategies for overall development, focuses on the basic needs approach to development. Development very much implies growth with change in a positive direction and attempts to address the needs of the nation, society and the individual. The weaker section of society needs special attention. Fulfilling needs of such a weaker group does not come on the way to meeting the aspirations of other groups, rather it contributes to the elimination of the conflict and tension which otherwise would have caused it. Poverty, hunger and ignorance undermine the foundations of societies and bring about undesirable consequences. The needs of the depressed need timely action. This will narrow down the gap between the high and low income groups and strengthen the social foundation of the nation. Strategies for basic needs are summed up below:

Formation of Long Term Plan

A thirteen year plan up until 2000 AD has been developed for each of the six basic needs - food, housing, clothing, education, health services and security. The long term plan has set its targets and allocated resources separately for each of them. This time bound plan stipulates to provide food to the population worth 2250 calories per adult. Similarly domestic production of textiles will be raised to provide 11 metres of cloth and a pair of sandals per person. It is planned to provide a house with an area of 30 square metres for each person. All children of primary age group will have access to primary education. It is stipulated that health services will be expanded and upgraded to raise the life expectancy at birth to 65 years (currently 52 years). Under security,the plan calls for measures to provide people with security of life and property and eliminate injustices and suppression of the people.

Change in the Organisational Structure

The Ministries in charge of the basic needs program have been gradually reorganized and separate units established to take care of the implementation of the basic needs program. An Assistant Minister and an Additional Secretary with appropriate units look after it. Changes at lower levels of the Ministry are being introduced for the purpose of smooth implementation of the Basic Needs Program.

Decentralized Approach to Program Formulation and Implementation

The democratic Panchayat system has its structure down to the village level with National Panchayat as its apex body. Five different class organisations namely - Youth Organisation, Women's Organisation, Elder's Organisation, Labour Organisation and Veterans' (Ex-servicemen) Organisation have also their network down to the village. The Panchayat and Class Organisations are responsible for mobilizing local resources in support of a developmental activity. District and village level activities are normally undertaken by the district and village panchayats. This decentralized approach contributes to the facilitation of local project planning and implementation. These district and village panchayats, with technical and financial support wherever needed, carry out local level activities.

Follow-up Monitoring and Evaluation

Review of the local projects once in every four months is undertaken at the district level. At the Ministry level, central level programs are reviewed every four months in the presence of the Minister which allows for discussion of problems faced by the project and resolution of these problems. Twice a year the National Planning Commission in the presence of the Prime Minister reviews the implementation of the program and issues GUIDE-LINES and directives, if necessary. Again a separate committee of members of National Panchayat is formed for periodic review, follow-up and monitoring of all Basic Needs program. There are also units within the Ministry for monitoring, evaluation and follow-up.

Perspective Plan is Flexible

Periodic review of the progress and constant monitoring of activities help update the plan both in terms of adjustment of targets and modification of strategies. This recognizes the fact that a plan is required to respond to the emerging needs and challenges.

Basic Needs in Education

While the gross enrolment ratio at primary level has risen to 82 percent, the net enrolment ratio is only 61/62 percent. Girls accounts for 30 percent of total enrolment. Dropout and repetition rates are extremely high. Only about a third of the first grade cohort reach the fifth grade - the final year of the primary cycle. Literacy rate is estimated to be 35 percent. This shows that Nepal has still to make efforts to attain the goal of universalization of primary education. The Basic Needs program incorporates primary education and adult literacy as its component. The following targets and strategies are, therefore, set in the thirteen year plan (1987-2000 AD):

All primary age children of 6 to 10 years will be enrolled in primary schools by the year 2000 AD

Textbooks will be provided free of charge to all children by the year 2000 AD. It

may be recalled that all pupils up to third grade receive textbooks free of charge. Apart from the children of the first three grades, pupils of grades 4 and 5 in 19 remote districts are distributed textbooks free of charge

A ratio has been established for the supply of teachers to schools depending upon the geographical characteristics of the district.

A certain proportion of girls are provided with stipend and uniform by way of incentives

All girls of the 4th and 5th grades are given textbooks free of charge to encourage their enrolment and retention

All primary teachers will have received 150 hours of initial training by the turn of the century

Females will be accorded priority for recruitment as primary teachers.

One school in each of the 18 remote districts enrolling the highest number of girls is awarded a cash incentive

A competition among the primary schools in every district is held whereby the first ten schools are awarded both a cash prize and a certificate. Criteria for this relate to physical, academic, management and extracurricular aspects of the schools

District Panchayats will be required to spend at least 10 percent of their budget for school improvements. Panchayats will also be empowered to raise revenues especially for improvement in schools

For regular monitoring, evaluation and follow-up, supervision system will be strengthened

Only a modest target for imparting literacy was initially set because of resource constraint. However, Ministry of Education and Culture has prepared a plan for a National Literacy Campaign with the objective of easing the problem towards the eradication of illiteracy by the year 2000 AD. On a pilot scale, this campaign is being implemented in the Surkhet Valley of the midwestern region of the country.

National Literacy Campaign Program Pilot Project in Surkhet Valley

His Majesty the King in his message to the nation on 16 December 1985, gave a royal directive to fulfil the basic needs of the people by the year 2000 AD. Education is pivotal to successful development of a country and it plays a significant role in the fulfilment of the basic needs. Hence, HMG has adopted a policy to universalize primary education inn the country by the turn of the century. However nearly 65 percent of the people in Nepal are illiterate which poses a major constraint on not only the fulfilment of this goal but also on the overall development of the country.

Both the Government and NGOs are trying to expand the non-formal education programs. Today, there are more than 40 NGOs involved in conducting non-formal education classes in the country. However, the total coverage is relatively limited. The fact that only 18 percent of women are literate, that there will be more than 11 million illiterate people by the year 2000 AD and that the dropout rate among the primary school children is as high as 70 percent, further aggravates the seriousness of the situation.

The attitudes and thinking of an illiterate person about change in general are usually narrow. The illiterate is limited in his or her capacities to learn modern knowledge, skills

and technology. Consequently a country like ours, that has a very low literacy rate, lags far behind in its pace of development.

In view of the importance of literacy in social and economic development, the need for launching "National Literacy Campaign" was felt. A Task Force set up for this prepared a document for the campaign. Based on this document, HMG launched a pilot project in the early months of 1989 in three village and one town panchayats of the Surkhet Valley with the following programs.

Non-formal education for out-of-school children of 8-14 years age group

Non-formal adult literacy program for the adult illiterates of 15-34 age group

The campaign is being carried out in close collaboration with and active involvement of Nepal Elders' Organisation and Nepal Women's Organisation. These two organisations have been playing significant roles in the mobilization of the local leaders, social workers, students and teachers for the pilot project.

The Adult Education Section, Ministry of Education and Culture, has been responsible for designing and preparing technical resources of the campaign. Technical staff from the Primary Education Project has been actively involved in training, implementation and supervision of the out-of-school children program which is known as "Sikshya Sadan". UNICEF/Nepal has funded the full cost for it and partial cost for adult classes.

Progress to Date

Literacy Campaign Committees: Committees at the ward, village and district levels have been formed in all panchayats. Ward Committees are headed by Ward Chairmen, Village Committees by Pradhan Panchas and District Committees by the District President. The District Education Officer is the Member-Secretary of the District Literacy Campaign Committee.

Identification of Target Group: A base-line survey to determine the actual number of illiterate people in the Valley was conducted with the help of local volunteers. They were recruited by the ward committees. Most of these volunteers were later appointed as literacy teachers (facilitators). According to this baseline survey, about 16000 literates were identified as the target group.

Facilitators: One of the major responsibilities of the ward committees was to identify qualified local teachers to teach/facilitate literacy classes. A minimum qualification of 8th grade pass was set. Except in some rare cases, most of these facilitators possess this minimum qualification. The facilitators selected by the ward committee had to prepare a list of 20-25 participants willing to join literacy classes in order to be enrolled for the training.

Training: A five-day training for the adult literacy facilitators was conducted by the ministry trainers in four shifts. Altogether 393 facilitators participated in the training, of whom 341 passed and were given appointment letters.

Similarly, 100 teachers for the out-of-school children have been trained by the PEP trainers.

Literacy Classes: At present 341 adult literacy classes are running in the Surkhet Valley under the pilot project. There are 7 other regular literacy classes conducted by the Small Farmer Development Program, Primary Education Project and Nepal Women's Organisation.

The target for the Sikshya Sadan was 100 classes. The classes are running now. Thus the coverage of the two programs is about 10,000.

Monitoring and Supervision System: A two-pronged monitoring and supervision system has been set up. The first one has to do with the mobilizational aspect. The local committees are responsible for this. Each member of the ward committee (there are 11 members in each ward committee) is assigned a certain number of classes. The second one is the technical aspect. Altogether 13 full-time supervisors are employed for this. They are back-stopped by trainers and experts deputed by the Ministry.

Evaluation: The Ministry plans to carry out a comprehensive mid-term and final evaluations of the pilot project. We are in the process of developing tools for such evaluations.

Conclusion

Generally speaking developmental efforts have two major goals, first to maximise the production and productivity for better standards of living and second to reduce the disparity between the levels of income which otherwise causes social disruption. The basic needs approach is directed towards attaining the latter goal of the developmental endeavours. However, it cannot be denied that this approach, though ideally worth pursuing, is without any risk and problem. The following issues are worth considering for deliberations:

Recognizing literacy *per se* is a means not an end in itself - how could it be made to contribute to the goal of providing other basic needs to the underserved or deprived segment of the population?

The deprived or underserved population seems to find little value in basic education in their daily life. How and what strategies or methodologies could be followed to involve such sections of the society in the basic education program?

What and how linkages between literacy or basic education and overall development can be established so that its role in the people's perception could be greatly enhanced?

Is literacy a *sine qua non* for any development effort or it should be taken as one of the components for integrated developmental approach?

How could the non-governmental organisations be mobilized in the spread of literacy programs?

PROFESSIONAL INSTITUTIONS AND SELF-LEARNING SYSTEM - NEW DEVELOPMENT IN ADULT EDUCATION

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The Qualification-awarding Professional Bodies And Principles Of Self-learning System Implementation

An ideal open learning system free from bottle-necks and accessible to all is sorely needed in today's world. This system should be capable of utilising the full potential of the society to minimize the huge government expenditure on education.

An introduction to the British professional examinations and self-learning system:

The self-learning system offered by the British professional institutions and their professional examinations is closer to one of the ideal open learning system. As educational resources are insufficient in Hong Kong, a cost-effective open learning system is urgently needed. The self-learning system being practised in the UK may throw light on the establishment of Hong Kong self-learning system and qualification-awarding professional institutions.

The British qualification-awarding professional institutions and the principles of their self-learning system implementation:

The development of the British professional bodies has a history of over a hundred years. The British government has granted certain professional bodies with statutory and recognised status. The Department of Education and Science recognises about a hundred higher level professional qualifications as degree equivalent. This means that tertiary institute teachers with relevant professional qualifications gained through any of these professional examinations can receive the same salary and benefits as their graduate peers.[1] These qualifications are recognised by most universities so the holders of these professional qualifications are eligible to apply for master degrees in the related fields. The Burham Further Education Committee has graded the equivalence of these professional courses at university level. Other intermediate or lower level courses offered by the qualification-awarding professional institutions are also graded accordingly. The grading provides the basis for the scales of salaries for teachers in further education.[2] These three-levels of professional examinations form a self-contained learning system. Information about these qualification-awarding professional institutes, which number to several hundreds, is listed in *British Qualifications*.[3]

Full members of these professional bodies, also known as professionals, serve the society mainly through their professional services and academic activities. They also perform an educational role by training "student members" to become professionals through the activities of the professional bodies. Their funds come essentially from the examination fees paid by the "student members". As these professionals are willing to devote their spare time to these voluntary educational services (although they may receive some remuneration for setting or marking the examination papers), national investment in this aspect can be saved. As a result, the vigour of these professional bodies emerges robustly. There are two ways to become a full member of these professional bodies. The first one is to possess an appropriate academic qualification (such as a university diploma or professional diploma in the field) and appropriate working experience. The other one is to

obtain nationally recognised equivalent qualifications through the professional examinations conducted by the qualification-awarding professional bodies[1,2] and to gain the required experience. When one acquires full membership, one can also take part in the activities to train student members to become full members. These activities include compiling self-learning materials, setting and marking the examination papers.

Possible ways for student members to prepare for professional examinations:

to enrol at one of the 40 professional correspondence schools approved by the British government;
to enrol at the self-study correspondence school run by a professional body (unfortunately, very few professional bodies offer this service);
to enrol on the British "Open Tech Self-learning Courses"[4];
to enrol on the evening/part-time courses of the colleges;
through well-planned self-study;
a combination of these ways.

Contributions of this self-learning system to the country:

Britain has practised this system for over a hundred years. The system has trained numerous professionals at different levels in various trades of the country. They include craftsmen, technicians, senior technicians, engineers, lawyers and accountants. For example, the City and Guild of London Institute (C&G LI), whose objective is to train craftsmen to senior technicians, has been founded for about a hundred years. It has trained millions of technicians and professionals in the above-mentioned fields. Another supporting professional institute, the London Chamber of Commerce and Industry (LCC&I), has also been established for about a hundred years. It has trained intermediate and lower level professionals in the fields of commerce, accountancy, insurance, finance, marketing and business laws. The professional examinations of these two main supporting professional institutes do not usually have minimum entrance requirements. Through these supporting professional examinations one may eventually arrive at the entrance requirements for about a hundred professional examinations which are equivalent to a bachelor degree academically. Thus education is open to all in UK and the bottle-necks are eliminated. The self-learning system has made an enormous contribution to the country. It should be noted that the system practicable in Britain may not be suitable, or totally suitable, for Hong Kong, as the situations may differ from place to place. However, the British experience is still valuable for us to draw inspiration from.

The Establishment of Qualification-Awarding Institutions in Hong Kong and the Self-Learning System Based on these Examinations

There are many similarities between the Hong Kong education system and its British counterpart. In recent years, about two hundred thousand Hong Kong people have taken part in the British open examinations or professional examinations every year. It is a pity that very few major professional bodies in Hong Kong offer officially recognised professional examinations for the youth to sit for. We have some suggestions for setting up the qualification-awarding professional institutions in Hong Kong and the self-learning system based on these examinations.

A similar legislature like that of the Bill of Professional Bodies in Britain can be introduced to Hong Kong to charter some professional bodies in the major professions and to authorise them to hold professional examinations up to university graduate level. The professional qualifications are officially recognised by the local government as equivalent to a bachelor degree academically. Detailed information in this respect can be obtained from the professional institutions,

about 100 in number, recognised by the British government.[1] The Professional Bodies Bill may encourage, assist or even oblige specified professional institutes to hold professional examinations. For example, there are insufficient solicitors and barristers in Hong Kong. So far the local Association of Solicitors and Association of Barristers have not held any professional examinations in the law profession. The number of places for law students in the local institutes is inadequate to train enough lawyers. An experienced lawyer may apply for the bench of a local law court, but very few local lawyers would do so. A youth who has determined to become a lawyer yet failed to enrol at the law department of the university can only take a very circuitous route. Firstly, he has to take an intermediate level examination offered by the Association of Legal Administrators of the UK. Then he has to take the Part I Examination of the British Lawyers Association. As for the Part II examination, he must either take a preparatory course in UK or sit for the examination there. Thus a bottle-neck appears in the training of lawyers.

Neither can chartered engineers meet the market demand. The Hong Kong Institution of Engineers, however, has not yet offered its own professional examinations. A young man who aims at becoming an engineer yet fails to enrol at the universities can only sit for the examinations offered by the British Engineering Council. The British EC's entrance requirements for examination candidates are becoming harsher year by year. Many young people, having passed the part one examinations, cannot take the part two examination just because they cannot enrol in the few examination courses, which have fallen far behind demand. Hence their professional examinations cannot be completed. At present, there are no higher level professional examinations in Hong Kong in these fields - insurance, actuarial science, statistics, textile technology, garment dyeing, computers, building and construction, education, biology, secretary/administration, cost and management accounting, language, applied mathematics, medical laboratory science and surveying.

At present, the Hong Kong Society of Accountants (HKSA) and the Chartered Association of Certified Accountants of the UK jointly offer 18 papers for the professional examination. The papers on Hong Kong Company Law and Taxation are set by the Hong Kong Society of Accountants and the other examination papers are set by the British Chartered Association of Certified Accountants. This module of cooperation has set a good example. Through it, the experience to provide professional examinations can be shared. To establish a professional institute and its examination system cannot be done in a day.

To Establish the Self-Learning System with Professional Examinations Offered by Hong Kong Professional Institutions

A promising development has taken place recently. With the help of the Hong Kong Society of Accountants, an intermediate level professional body named the Association of Accounting Technicians has been founded. The newly established professional body and its British counterpart jointly offer 12 examination papers. Their mode of cooperation and setting examination papers resembles the HKSA and the ACCA. Owing to the rapid development of commerce and industry as well as the brain drain in Hong Kong around 2,000 accountants and even more accounting technicians at intermediate and lower levels are required to fill the vacancies. Students havING passed the AAT examinations, which are of intermediate level, are qualified to apply for exemption from certain papers of the higher level ACCA examinations. After finishing all the papers at this level, together with appropriate accounting experience, these students can apply to become chartered accountants. The professional examinations of the intermediate and higher levels are now linked to form a self-contained system which is free from bottle-necks. Yet the system can still be further improved. There are no lower level professional accounting examinations in the territory bridging to the intermediate

level examinations of this field. If Hong Kong Chamber of Commerce or other lower and intermediate level professional institutions of the same nature can offer examinations leading from the lower level to the intermediate level, a self-learning system based on professional accounting can then be instituted. Hence students may obtain professional qualifications in accountancy at various levels through these examinations. As no bottle-neck exists, everyone can take part in the study. If self-learning materials are available, an open college of accountancy comprising all levels is virtually set up and it saves the government expenses on running an institute for this system.

The same principle can also apply to other professions (Eg engineering and law). Professional bodies and examinations of various levels should also be established in Hong Kong.

At present, there is no co-ordinating institution at central level to promote professional examinations in the territory. Many important professional examinations may be still unknown to most residents here. The small number of candidates may adversely affect the professional bodies and their professional examinations and eventually the self-learning system. With this in mind, we propose the following model for consideration:

A Model to establish Hong Kongs Professional Institute and Self-learning System

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To know about the professional examinations and system adopted in foreign countries (including Britain)

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To become professionals through the professional examinations

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Groups of professionals help to set up local branches aiming at academic and administrative independence (measures include localisation, bilinguals, setting and marking papers by local professionals, compiling self-learning materials by local professionals or approved correspondence schools)

↓

To establish a central co-ordinating professional institution to co-ordinate the above-mentioned activities (such as introducing and localising the professional institutions; setting bilingual examination papers; to systemising, centralising and standardising the local institutions; seeking locally and internationally recognised professional qualifications at all levels; promoting co-operation among professional bodies and tertiary institutes; mutual recognition and transfer of subject or credit units among the institutions to maintain the academic competence of the professional qualifications)

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Establishing And Promoting The Professional Self-learning System In Hong Kong To Supplement The Inadequate Training Facilities For Professionals

Let's look at some practical examples:

We may help to train the urgently needed professionals in different fields and at different levels to save the government's huge expense in this respect. These fields include accounting, engineering, law, secretarial, hotel catering, statistics, computer, actuarial science and education.

Among the 2.5 million labour force, about 1.4 million are of or below F.3 standard because compulsory education up to junior secondary was not implemented until 1978. Those with F.3 standard are more likely to succeed in receiving craftsmanship training. One of the ways to study up to F.3 standard is to enrol in the distance correspondence learning courses provided by Caritas Adult and Further Educational Services, which cover studies from F.1. to F.5. To study technician courses, the F.3 school leavers may take the General Course in Engineering (C&G 860) to obtain the qualification equivalent to secondary school standard. They may then go on with their technician courses. It is urgent to train the larger part of the 800,000 production force in Hong Kong to craftsman level and an appropriate amount of them to technician level. The reason is simple: Hong Kong has entered an era of advanced communication and information but most of the labourers/craftsmen/technicians have not had opportunities to receive training in computer or other technical skills.

While introducing the qualification-awarding professional bodies and the self-learning system, we are also carrying out the most economical technical transfer. We can also discover some professions that have fallen short of supply. For instance, when we were studying about the Association of Chartered Patent Agents in UK, it was discovered that there are patent libraries in 17 cities of Britain but none of the same sort exists in Hong Kong. To get an item of patent information costs only 1.5 US Dollars. A secret of the Japanese success in industry is that they know of the patent inventions world-wide and improve upon them. They can thus save the expenditure on studies and development. It was also discovered that many Eastern European countries make bulk purchase of patent information exceeding 16 to 20 years as patent taxes do not usually apply to patent information over 16 to 20 years which can still be utilised in production. It is profoundly necessary to establish a patent library accessible to all in Hong Kong for people to study and develop products.

Hong Kong needs a lot of professionals and voluntary workers in adult education to promote professional examinations. One of the ways to study adult education is to enrol on the adult education diploma course jointly offered by the Hong Kong Caritas and University of British Columbia of Canada.

Apart from contributing to professional education, professional institutions can also take up the responsibility in social services. For example, the Council of the Hong Kong Society of Accountants has set up 16 professional committees and 6 working groups to serve the society. It has liaison and mutual recognition with many higher level professional institutions in other countries, making itself a member of the international accountancy professional bodies. This contributes to the promotion of trade between Hong Kong and foreign countries.

The examination courses offered by the Hong Kong College of Technology also set an outstanding example of this self-learning system.

The Hong Kong Experience To Combine Professional Institutions With Professional Studies

New demand of Hong Kong adult education in the late 1980s

The emergence of a trend to pursue academic qualifications-

In the 1980s, two most obvious bottle necks appeared in the education system of Hong Kong. They are secondary-matriculation and matriculation-university bottle-necks. According to statistic figures[10], the percentage of actual students against

those eligible to receive education at various levels in 1986 was:

Secondary	:	39.5%
matriculation	:	5.4%
non-degree tertiary	:	2.4%
degree	:	3.6%

University places are far behind demand. Recognised post-secondary institutes, polytechnics and technical institutes are difficult to enter. These institutes usually admit over-qualified students. Taking the Technical Institutes as an example, there were 23,828 qualified applications competing for 3,354 places for full time technician courses (which enrol F.5 students). The successful rate was 14.08%[11] Even those school certificate holders with bare passes or fairly good results failed to get a place in matriculation courses of technical institutes. Neither was it easy for matriculated students to enter tertiary institutes. The severity of the situation can also be seen from the fact that over 50% of the school candidates each year are repeaters.[12]

The youths squeezed out of the bottle-neck face the problem of inferior basic qualifications when they want to further their studies or obtain promotion while working in society. Even if they take public examinations with private studies, it is often impossible as they have not attained the minimum entrance requirement of GCE 2'A' 3'O'. They see the growing importance of attaining recognised qualifications in practical work.

As for the existing open education courses (such as the evening courses offered by the Polytechnics and Technical Institutes), most of them place too much emphasis on vocational training. No paths are available to abridge lower qualifications and higher qualifications. Hence the demand of the youth at work to obtain academic qualifications cannot be fulfilled.[13] Neither is it easy to get a place for these courses. Taking the evening courses offered by the Technical Institute as an example, 74,200 qualified applicants competed for 17,700 places in 1986 and the successful rate was 23.85%.[11]

It can be said without exaggeration that secondary education has become totally popular. The Junior Secondary Examination of Assessment was abolished last year because senior secondary school places are fundamentally adequate to meet the demand. However, tertiary places have only been expanded to a certain extent. (According to statistic figures, only 5% of the citizens ranging from 17 to 20 years old, who are eligible for university education, can read a bachelor degree course but the percentage will rise to 10% in the 1990s.) An ever-increasing population have possessed secondary and recognised post-secondary qualifications. This has stimulated the desire of those who have not possessed post-secondary qualifications to study and pursue for better qualifications.

Furthermore, the citizens of Hong Kong have been craving for better living conditions and social status. To become a professional is an effective way to this end. Hence studying for higher and professional courses to attain professional qualifications in one's spare time has become a modern trend.

Adult educational institutions offering higher education and professional studies in the territory have become more popular these days. The courses vary greatly in nature. Many of these institutions co-operate with overseas universities, polytechnics or educational institutes to help students to acquire qualifications. This reflects the demand in this respect.

Professional courses are a new development of adult education

Let's lay aside the comments on this ideology of pursuing for qualifications (as this is beyond our discussion here). We are focussing on talking about how adult education institutions follow this trend, fulfil individual needs, serve the society and lead to the ideology of "Life-long Education".

As an individual in this society, one has the right to demand space for one's free development in it. This is a point that no one who values human rights will deny.

The idea of continuing education and life-long education proposes that everyone has the right and need to receive education at any period of life. In fact, it is not economic to the society for all its members to limit their education just at the initial stage of life. It is a heavy burden for the society to cultivate a member until he is 30 years old before he can engage in production. For the individual, to focus on education only at the early stage may not be the most effective. Therefore, continuing education or in-service training, the trend and necessity of social development, should be encouraged and promoted. Different forms of continuation learning, such as spare time study, self-learning or tutorial classes, are very effective means to exploit the potential of the society.

Continuing learning induced by the knowledge boom has become an integral part of social development. It has also placed a task for open education: open education at all levels. This open education system must be intact and well connected, more integrated and better linked than the formal education system. Everybody coming out from formal education can find his entry point to the open education. After entering this system, he can engage in learning at various well-linked levels throughout his life. This open education system must be capable of accommodating people trained by all levels of formal education.

From the viewpoint of society, to keep it prosperous and stable, ways must be paved for the youth so that they have a target to head for. They must not left alone in desperation and at a loss. To race against their foreign counterparts, Hong Kong industry and commerce have to strengthen their technological and managerial competence. At the present stage when the territory is changing from labour-intense economy to technology-intense economy, the demand for professional employees at various levels in all trades is enormous. (According to the result of the survey conducted by Vocational Training Council, 1,300 technologists, 3,600 technicians and 8,300 craftsmen are needed annually in the years to come if the demand of the overall industrial development is to be met.) To train professionals in various aspects at all levels is also an urgent task for solving the problems of labour shortage and brain drain. The in-service youth are the major target group for training. Should work in this aspect succeed, a huge labour resource can be found to provide the necessary condition for Hong Kong's development in the 1990s; should its result be unfavourable, serious social problems will be created behind the scene and jeopardize the prosperity and stability of society.

Adult education has its own function in supplementing formal education, helping people adapt to social changes rapidly and efficiently and solving various social problems. It is also flexible and sensitive enough to adjust itself to suit the needs of the adults and the society as well as to adapt to social changes. In this trend, it was really a new development of Hong Kong adult education in the 1980s to help adult learners enrich their knowledge and at the same time acquire academic and professional qualifications.

The Professional Courses of the Hong Kong College of Technology

(The Professional Courses here refer to the courses organised by the Hong Kong College of Technology aiming mainly at helping students prepare for professional examinations. The term applies hereafter.)

As a non-profit-taking education institution for workers, Hong Kong College of Technology could sensitively anticipate the in-service youths' needs as early as 1979. The first Professional Course, Telecommunication Technician Course for C&G LI was started in the same year. After ten years' exploration and practice, the Professional Courses have basically taken shape. Its objective is to provide courses "above secondary, outside university" for in-service people with secondary education or above. Through their spare time studies, the students may acquire recognised professional qualifications and become useful members of the society with good knowledge of culture, science and technology.

Features of the Professional Courses -

Generally recognised qualifications:

Other than the certificates issued by the College, students at HKSA can also acquire recognised qualifications through professional examinations. For example, a Full Technological Certificate from C&G LI is recognised by the Government Secretariat officially as equivalent to a Higher Certificate/Ordinary Diploma issued by the Polytechnics. Passing the EC Part 1 & 2 examinations is equivalent to a degree issued by a local university. Amongst the professional bodies, which are over a hundred in number, HKSA has specially chosen some professional bodies, which are over a hundred in number, HKSA has specially chosen some professional examinations with recognised status, good prospects and great demand in Hong Kong which are available for application to offer courses preparing for them. After passing the professional examinations, together with appropriate working experience and training, the students may apply for membership to be qualified as technician, technical engineer, engineer or certified accountant.

A continuous professional learning system:

The courses designed by HKSA enables senior secondary (or as junior as F3) students to study up to university level. With their perseverance, they have access to continuous promotion, no matter whether they are in the technical or commercial field.

Multiple terminal point and entry points:

As the courses belong to a continuous system, youths with various academic qualifications ranging from senior secondary, matriculation, ordinary certificate, ordinary diploma to higher certificate of the Polytechnics can find suitable entry points for their studies and terminate at different levels according to their individual needs.

No competition for enrolment other than minimum entrance requirement:

Only the academic qualifications of an applicant will be inspected. Anyone meeting the requirements may register at once. Usually there are no entrance examinations. Some courses can accommodate students with different qualifications. The entrance requirement for technician courses are usually passes in three subjects in the HKSA.

Shortest possible period for learning:

Bearing the characteristics of adult students in mind, HKSA designs its courses to take up the shortest possible period for the average student to finish. For example, a school certificate holder can complete the Telecommunication Technician course of C&G LI in three years time or the Electrical Engineering Technician course of the same institute in two years to obtain a Full Technological Certificate which is equivalent to the Higher Certificate of the Polytechnics.

Students are allowed to decide their own progress and coverage of studies for some courses:

For some courses offered by HKSA, such as Part I examination of Engineering Council of Britain, students can decide whether they will finish the course in one year or two years.

Providing services and facilities that are unobtainable with self-learning:

The College has constant communication and connection with the professional bodies. Hence the students can obtain the latest and most up to date information to facilitate their application to these professional institutions.

HKSA arranges for application and provides syllabuses and past examination papers of the professional bodies concerned as well as counselling services. The teacher of the College also compile handouts and introduce reference materials for the students. All these measures aim at helping students solve their problems in self-learning.

Functions of the Professional Courses -

We have found that many F5 students not having good results in the HKSA not only can acquire professional knowledge but also get good results in the professional examinations after taking the Professional Courses. Some students used to find it difficult to catch up with their studies in arts and science subjects at secondary school and had to repeat two or three times without getting desirable results. They can, however, get quite good results in the more practical technical and commercial subjects. Hence their potential can be exploited. In this aspect, it can be said that the Professional Courses provide a more practical way out for those who do not do so well in the school certificate examination other than repeating F5.

The students can work during daytime to get practical working experience and at the same time take the Professional Courses in the evening. After increasing their knowledge and upgrading their academic standard to pass the professional examinations, together with appropriate training, the students can obtain professional qualifications. This is a practical way out for students. They do not have to waste their time and money on the re-examinations again and again; their parents do not have to get worried about them and society does not have to suffer great pressure from them. Society can benefit by having these well trained professionals at different levels.

The academic results of the students following this path are quite promising. Taking C&G 271 Telecommunication Technician Course as an example, there were totally 650 subject entries last year and the percentage of passes or above was 81.4%, with 25.9% distinctions, 30.9% credit and two first prize winners. C&G LI offers examinations for 300 subjects in 70 to 80 countries all over the world. The

total number of candidates every year is about 500,000. A first prize is awarded for each subject, bronze prize for Part I subjects, and a silver prize for Part II subjects. Last year, students of HKSA got one silver prize and one bronze prize. The number was one third of all the prizes received by Hong Kong students in the year (there were totally six first prize winners in Hong Kong last year. In the past six years, ten students of HKSA won eleven first prizes.

In previous years, about 100 students finished the Part III Examinations and obtained Full Technological Certificates. A survey was conducted on the students to see how the Professional Courses helped them in their career. Among the 180 returned questionnaires, 68.3% thought that the courses benefited their career prospects; 53.7% thought they benefited their working ability; 37.4% thought that they enabled them to change jobs; 27.6% found they were useful for job interviews; 24.4% thought they helped promotion and 81.1% thought that they helped them to get better salaries. In 1986, the Secretary for the Civil Services officially recognised the Full Technological Certificate awarded by C&G LI as equivalent to a High Certificate/Ordinary Diploma from the Hong Kong Polytechnics and the passing of Part 1 and Part 2 of the Engineering Council's examinations is equivalent to a degree awarded by a local university. Hence an in-service youth, although without a chance to enter a university or polytechnic, can still obtain recognised qualifications through this channel.

Professional Courses and exploiting the social resources -

The British system of professional qualifications started 100 years ago. It is a multifarious and open system. From the viewpoint from open education, professional examinations and the corresponding multi-level professional titles are important social resources. It is a more effective way to eliminate the bottle neck between secondary and tertiary education and to exploit the limited resources for education. The professional qualifications and terms of employment in Hong Kong usually draw on experience from their British counterparts. There is still no open and multi-level professional system in Hong Kong. Hence we have to make use of the existing system of professional examinations and professional institutions practised in UK. Courses can be set up according to this examination system and syllabuses prescribed according to the syllabuses of the various examinations to train learners and help them achieve qualifications. We profoundly feel that there is still great potential in this area to be further exploited.

With reference to the source of teachers, after ten years of practice, we find that a large number of professionals who are interested in developing their professional interests and talent are willing to make use of their spare time after their work in the daytime to give out part of their knowledge and time to help those students who need help in this respect. They take this as contribution to society. These experienced and willing professionals are an enormous source of teachers to train professionals.

From an economic point of view, as these learners are all at work, they have enough income to provide for their own studies and to share the lecturers' remunerations and necessary expenses. Furthermore, HKSA is located at Mongkok Workers' Children School, a secondary school run by the same parent organisation, the Education Advancement Society for Workers in Hong Kong and Kowloon. The premises and facilities can be fully utilised. Hence we can follow the principle of "from the people, by the people" and use the minimum amount of resource to pave the way out for the young. Of course, there are numerous difficulties for a non-profit-taking adult education institute trying to organise Professional Courses. We really hope that we can get support from the parties concerned. It is really the government's duty to develop these professional courses. We hope that the government will give greater support to the adult education

institutions to develop professional learning courses as well as support and encouragement to the learners.

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Of course, what we can do is rather limited. Yet we learn from our experience in the past ten years that the professional learning system is similar to an open college. We are actually making use of the British system of professional qualifications to do something for the Hong Kong youths and to serve society as well as working towards ideal education in Continuing Education and Life-long Education.

We expect all the scholars, workers in adult education, especially the scholars at colleges of education and tertiary institutes to study the examinations and systems of various qualification-awarding professional institutions to further exploit this resource of education to turn it into functional knowledge. We also believe that adult education can be further promoted and developed in this respect if tertiary institutes and colleges of education can put this topic of adult education on their agenda for research.

As the same time we think that the government should take part in establishing the system of professional institutions. We may refer to the British system. Official chartering, recognising, appraising and promoting of these professional institutions and their qualifications can avoid confusion and make them acceptable by the society. It is necessary for the higher level professional institutions to guide and develop intermediate and lower level institutions to form a self-learning system embracing various areas.

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A BILL OF RIGHTS FOR THE ADULT LEARNER

This statement of rights for adult learners was developed and affirmed on February 21, 1991, by the Board of Directors of the Coalition of Adult Education Organisations (CAEO) which consists of twenty-six national associations and groups sharing a common interest in enhancing the field of adult and continuing education throughout the United States.

A democratic nation is made possible through the efforts of a knowledgeable populace actively committed to the general welfare and alert to opportunities for personal growth and development. Essential for realizing this commitment is the availability of a wide variety of adult and continuing education opportunities. The institutions and agencies of a democratic society will strive to assure that the following rights are possessed by all who have adult responsibilities and who seek to learn in any setting.

The right to learn regardless of age, gender, colour, ethnic or linguistic background, marital status, the presence of dependents, disability, or financial circumstances.

The right to equal opportunity for access to relevant learning opportunities throughout life.

The right to educational leave from employment for general, as well as vocational or professional, education.

The right to financial aid and educational services at levels comparable to those provided for younger or full-time learners.

The right to encouragement and support in learning subject matter that the learner believes will lead to growth and self-actualization.

The right to a learning environment suitable for adults to include appropriate instructional materials, equipment, media and facilities.

The right to have relevant prior experiential learning evaluated and where appropriate, recognized for academic credit toward a degree or credential.

The right to participate or be appropriately represented in planning or selecting learning activities in which the learner is to be engaged.

The right to be taught by qualified and competence instructors who possess appropriate subject-matter knowledge, as well as knowledge and skills relating to the instructional needs of adults.

The right to academic support resources, including instructional technology, that can make self-directed or distance learning possible.

The right to dependent care and related structures of social support.

The right to individualized information and guidance leading toward further study.

NATIONAL LITERACY COURSE, PAPUA NEW GUINEA*

Fred Michael Likia

Introduction

The East Sepik Council of Women selected and sponsored three participants from East Sepik to attend the Second National Literacy Course. The course was to be conducted in Wabag, Enga Province by the University of Papua New Guinea - Language and Literature Department for four weeks.

On Monday morning three of us left for Wabag on one of Talair's flights to Mt Hagen and later to Wapenamanda. At 11 am we landed at Wapenamanda and to our surprise discovered that there was no proper terminal building or telephone facilities. Apart from a few government houses and a handful of Casuarina trees the whole place was covered with Savannah Grassland. We were stranded! After a few minutes of waiting, a utility stopped by and we got our baggage on, paid our fare of K8.00 and headed for Wabag.

Being new to the place we went straight to the Education Office and later we were directed to the Education Resource Centre. We were welcomed and invited to take part in the graduation for inservice teachers of Community Schools. Later we were served with a delicious mumu containing pig, chicken, plus sugar cane. Later we retired to our respective rooms and slept.

The Course

Lectures started after completion of registration. Dr Nicholas Faraclas outlined the content of the course and specified that this course is aimed at training:

Trainers
Supervisors
Teachers (for children and adults)
Awareness Workers
Material Producers

He emphasised that during the course everyone would be required to write stories and print their own books.

The course was interesting to everyone throughout the four weeks. In the evenings we printed books and had video shows. Participants were busy throughout the four weeks, writing stories, cutting stencils, and printing the required amount of books. Those who finished earlier gave a hand to others and with such co-operation everyone completed their assigned tasks. This, of course, lead to a very successful graduation. The course itself was well prepared and presented.

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* This is a frank and useful report of one of the National Literacy Workshops conducted in Papua New Guinea in 1990. Fred Likia, a participant, is from the East Sepik Province and has graphically illustrated some of the problems faced by participants and organisers of activities in remote areas. The cost of food and materials were inflated by the presence nearby of a gold mine which is clearly also causing problems for the local people.

Participants

There were about 45 participants attending the course. Most Highland Provinces were covered and apart from we three Sepiks, two participants came all the way from Solomon Islands and Vanuatu.

Facilities

Participants were divided into 2 groups to share accommodation facilities provided by the Lutheran Guest House and Education Resource Centre. The two setups were quite some distance apart and during the video show, those at the Guest House moved to the Education Resource Centre for viewing.

The rooms at the Education Resource Centre were quite small, cold and difficult to work in due to lack of facilities and space.

Laundry facilities were another major problem. Every little item cost 60t to wash, this is very expensive.

With an unreliable power and water supply, we were unable to work at night and to have a shower at an appropriate time. Power blackout and water cuts were our major hindrances.

Messing facilities were good, however having two inexperienced cooks made a big difference in terms of their preparation. Most of the time breakfast and lunch was late and to make things worse we normally had dinner at 9.00pm. I also must mention here that the food prepared was overcooked and of low quality. Unfortunately high quality food stuff was expensive to purchase.

Excursion

On the Saturday of the second weekend we had an excursion to Pogera Gold Mine, further up in the Blue Mountains. After visiting the Mine, we took some time during our lecture to discuss mine-related problems. Our discussion centred on environmental effects, the future of the landowners and the agreement signed between the people, Provincial and National Government and the Company.

The highlight was the export arrangements. We discovered that gold will be extracted and purified at Pogera. "Choppers" will directly transport gold from Pogera to overseas. This must surely mean that our Government will know very little about how much gold is leaving the country.

Effects on the environment will not only harm Enga people. It will also affect our province, Madang and some Island provinces because of the river sources.

Our Government should have set up a local company and hired machinery and experts from outside to mine such resources.

Incident

On the third weekend at 5.00 am on Saturday, a course participant from Wabag was shot by some people using a gun at close range. He was later taken to Sopas Hospital in a critical condition.

Forced Departure

Before graduation and very much in fear of the incident my fellow participant and I left for Wewak. Unfortunately we could not get ourselves on the flight that left Wapenamanda on the Monday.

Further Training

One of our participants went to Port Moresby to do further courses at UPNG - Language and Literature Department. He will be there for five months - his course is being sponsored by the Literacy Program.

Enga the exceptional

Enga Province is progressing well as far as the Literacy Program is concerned. With the full encouragement and support of their Provincial Government they are not finding any problems. The Province has one language and this makes it even easier for such a program.

Problems

Most of the problems have been expressed in different areas of this report. Some were natural problems while others were administrative. But for the purpose of the course, the main problem faced was lack of materials. Because there was no avenue for purchasing materials at Wabag, everything had to be picked up from Hagen about 100 kilometres away. The area is very expensive and funds were not sufficient to purchase reasonable foodstuff for the participants.

Not only did the place lack recreational facilities, the frequent power cuts and cool atmosphere at night made it impossible to us - especially from Sepik - to concentrate on our work at night.

Recommendations

That up to date facilities be provided for such a high level course.

That longer periods should be used to complete such a course rather than compressing it into four weeks.

Participants should be screened properly on their educational background prior to attending such courses. This will avoid repeating lessons and making others bored.

A vehicle should be provided for participants' use on a full time basis.

Conclusion

On the whole the course itself was very good. All participants enjoyed every bit of the sessions offered. The only problems faced was administrative and organisational problems as mentioned.

The high cost of inflation due to the Pogera Gold Mine very much affected the budgetary aspect of running the course at Wabag. Had it been held in another Highland Province this problem would have been overcome.

Before I stop I would like to thank Dr Faraclas, and Vincent for their effort and prolonged patience in sparing time and working along with each and everyone of us at our own pace.

FROM THE TRAINERS' POINT OF VIEW
FROM ONE SUCCESS TO ANOTHER: THE FOURTH AND FIFTH NATIONAL LITERACY AND AWARENESS TRAINING COURSES

NLATC's continue to serve as a leading model for Literacy and Awareness work in Melanesia

One of the main ideas behind the Training Courses was the training of Melanesian Literacy Trainers who would be able to conduct such courses in the future without relying on large amounts of help from non-Melanesians. Because of the NLATC's there are now over 30 Melanesians who are prepared to take the higher positions of responsibility for literacy programs. This continues to be one of the major accomplishments of the training courses because in the past, such positions were usually reserved for non-Melanesians.

Another new approach that we have been developing at the training courses is the combining of Literacy Training and Materials with Awareness Training and Materials in line with the recently proposed Literacy and Awareness Secretariat for Papua New Guinea (a project sponsored by the Department of the Prime Minister and the Department of Education). At the training courses, awareness materials on issues such as health, language and culture death, nutrition, the environment, conflict resolution, rain forest management, etc, were written and printed by the trainees in twenty-four different languages. Once these materials were produced, the participants were trained in how to use them in the classroom. At the Fourth and Fifth NLATC's, great strides forward were made in the areas of awareness training and awareness materials production. Our successes in this area prove that information and literacy can complement each other in a country with 869 languages, and that both information and literacy work can be carried out by local people who produce their own low-cost materials which they can use effectively in their communities after a short period of training.

Another area of focus at the training courses was the very important Grade One 'Bridging' program, which will help Grade One students to make the transition from local language in preschool to English in Grade two. The new National Language Policy for Papua New Guinea (adopted June 6, 1989) encourages communities where children are taught to read and write the local language before they enter primary school to convert their Grade One classes from beginning English classes to special Grade One bridging classes. These bridging classes will capitalise on the children's abilities to read and write in their own language and help them to transfer these skills to English without losing their knowledge and appreciation of the local language and culture. The National Department of Education has produced the new Grade One Bridging Curriculum, which was successfully tested at the training courses. In the final week of the courses, 80 trainees were taught to produce bridging materials and to teach bridging classes. teachers of adult literacy follow up classes were also trained at the courses.

Because the results from the first five National Literacy and Awareness Training Courses were so encouraging and because the demand for more National Literacy and Awareness Training Courses is overwhelming, nine more are now being planned.

THE GREENING OF DEVELOPMENT THEORY
Good news or bad news for the poor in the Third World?

*Michael Burgess**

The present phenomenal increase of concern with the environment presents an important opportunity with which to pressurise governments and international organisations into giving a higher priority to the alleviation of poverty in developing countries. This is because, as the Bruntland Report (WCED, 1987) points out, there can be no lasting solution to the world's environmental problems without addressing the problems faced by developing countries. Since the extensive environmental deterioration taking place in these countries is the result of a variety of factors, such as poverty, population pressures and political and economic justice, it is impossible to address the issue of the environment without addressing these other issues as well.

Theoretically at least, environmentalists and those concerned with the alleviation of poverty in the developing world, such as non-government aid organisations (NGOs), have a strong commonality of interest, and the time would seem opportune for them to work more closely together to push governments and international organisations into introducing policies which would benefit both the poor and the environment. Certainly, NGOs could greatly benefit from the ability of environmentalists to generate publicity and gain public support for the issues in which they are involved. However, despite the great potential of environmentalists to make an important input into the development debate, there are number of problems which could limit their effectiveness.

The first problem is that the alleviation of poverty and injustice in developing countries simply does not rate very highly among the priorities of most First World environmentalists. That, however, is not the subject of this paper, which focuses on the perspectives of those environmentalists who do address the problems of the developing world, but whose analysis is often badly flawed. Not only does this limit their ability to intervene in the development debate, but it could produce negative consequences. For example, environmentalists might oppose development projects which offer a number of potential benefits for the poor. Their lobbying might also encourage governments and international organisations to transfer development funds away from poverty alleviation and other programs that attempt to rectify the root causes of environmental destruction, into more symptomatic approaches to the protection of the environment, such a dune-fixing projects to halt the advancement of the desert. Of particular concern is the way in which some of the more questionable beliefs of environmentalists could reinforce the more questionable beliefs of others concerned with the Third World. This paper examines a number of these beliefs.

Cash crops v food crops

Many critics of the type of development pursued in the Third World have been strongly

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influenced by the 'Food First' school of thought, which argues that one of the main reasons that people in Third World countries do not have enough to eat is that they have been replacing traditional food crops with cash crops (George, 1977; Lappe and Collins, 1977). It is surprising, given the lack of evidence to support this view, that it has become so enshrined in the dogma of many on the left, particularly members of the more progressive NGOs such as Community Aid Abroad. A study by Van Braun and Kennedy which examined 78 developing countries over the period 1968-82, showed that only six of the countries which expanded the share of land used for cash cropping experienced a decline in per capita food production. The countries that suffered declines in food production also tended to suffer declines in cash crop production (Barbier, 1989). One explanation for this is that those countries that have the best extension, marketing and input servicing systems are able to reap the rewards in both the food and cash crop areas (Streeten, 1987, 53).

The negative view of cash crops is reinforced by environmentalists who argue that cash crops are far more environmentally destructive than the food crops they replace. Edward Barbier (1989) is critical of this perspective, and points out that while some cash crops are more environmentally destructive than food crops, some others are a lot less so. For example, oil palms, coffee and cocoa, if they have grasslands as ground cover, display a rate of soil erosion (on erodible soils) 2 or 3 times less than staple food crops such as maize, sorghum, millet, cassava and yams. The issue at stake, he argues, is proper agricultural management, such as planting the right crops in the right place.

Technology and development

A major error made by many environmentalists when judging the effect of the type of development taking place in the Third World, is to focus on the scale of technology being used. Environmental destruction and poverty are largely seen as a result of the reliance on large scale technologies. As an alternative to this type of development, they favour a policy of widespread small-scale 'appropriate technologies'. It is undoubtedly the case that there are many circumstances when such technologies are or could be more appropriate than large scale ones. However, the belief by appropriate technology supporters that progressive social change can be brought about by technological innovation is extremely naive. When introduced into an unequal or exploitative social situation, technologies, large scale or small, will often simply reinforce the existing structures.

The following discussion on the choice of options available for fertiliser production in India emphasises this point. In contrast to the highly capital-intensive nature of conventional fertiliser production, supporters of appropriate technologies have argued for the implementation of family or village-based gobar-gas plants. These plants use cow dung and produce both fertiliser and methane gas. In reality, however, the introduction of these plants was not a great success. Even with government subsidies, the capital costs of the plan proved beyond the reach of small farmers, with the result that the technology was used mainly by the richer farmers, with the result that its introduction exacerbated existing rural inequalities (Disney, 1977).

In regard to the capital-intensive methods of producing fertiliser, it is important to recognise that there are a number of alternatives available. For example, maximising output growth by using more cost effective conventional technology may cause food prices to fall. Disney (1977) argues that the government could purchase part of the grain output, distribute it to the unemployed, and prop up food prices at the same time. An alternative policy to this, he suggests, is that the government could put a levy on fertilizer prices and this money could be used to promote labour-intensive activities for the poor, such as road repair work. These and other alternative possibilities show that critics are premature to dismiss large-scale capital-intensive technologies because of their history, before considering how they might operate in different conditions.

World Bank/IMF

International organisations such as the World Bank and the IMF have come in for a great deal of criticism from environmentalists and other social activists(1). While much of this is justified, a great deal of it is based on simplistic analysis. The IMF, for example, has been criticised over the effects of its Structural Adjustment Programs (SAPs), an emphasis of which is to cut public spending. As a result, health and education programs are often drastically reduced. However, it is important to recognise that in developing countries public spending tends to bring far greater benefit to the relatively affluent than to the poor. Not only does it provide them with jobs, but they also tend to receive a far greater share of the subsidised services provided (*Economist*, 1989, Supplement; Sender and Smith, 1984, 2-3).

Many criticisms of SAPs by those in the development field stem from the naive adherence to the discredited dependency perspective on Third World development, which argues that the problems of Third World countries are the result of their exploitation by the rich countries. While this type of exploitation obviously exists, the evidence suggests that (especially in large countries such as India) it is internal factors which are primarily the cause (Sender and Smith, 1984; and *Economist*, 1989, Supplement). Not least is the cost to these countries of running their huge, inefficient and often corrupt bureaucracies. Rather than arguing against SAPs, critics of World Bank and IMF policies should be pushing for them to be modified so that the burden of adjustment does not fall primarily on the poor. It should be noted that this burden would not be so great if dependency theorists in the past had not encouraged Third World leaders to avoid their responsibilities by conveniently putting most of the blame for their problems on external factors.

Other issues

Many environmentalists such as those connected with the Centre for Science and the Environment (CSE) in New Delhi have done much to stress the links do not justify the belief of some environmentalists that the conservation of nature is of primary importance and the starting point of any analysis, and that the only acceptable criterion for judgement is the virtual absence of environmental destruction. It is a fact that rich countries have become rich by exploiting their environments and some degree of destruction is a necessary price for development. Furthermore, it is extremely simplistic of environmentalists to assume that development only destroys the environment and cannot improve it.

In a Third World country such as India, which has approximately half of its land designated as wasteland, it is important that environmentalists continue to argue that increased productivity and employment will result from a concerted program of rehabilitation (CSE, 1986; Bentley, 1984): it is undoubtedly the case that money spent in these areas will often produce better results than money spent on some of the more grandiose and highly questionable development schemes that developing countries have chosen. However, this form of reasoning, and the desire to conserve or rehabilitate the environment, should not blind us to the fact that there are other options available which would also benefit the poor, and which at times might be a more productive use of any money available than the more overtly environmental-sounding projects just mentioned.

Conclusion

In conclusion, it is quite surprising that many of the views mentioned above have become so enshrined in dogma, given the lack of evidence to support such perspectives. If we are to take advantage of the current opportunities to place the problems of Third World poverty and environmental destruction more firmly on the agenda of governments and international organisations, then a more critical approach to the issues will have to be taken.

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(1) See for example Teresa Hayter (1985) and Cheryl Payer (1982), as well as various editions of the *Ecologist*

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A POLICY STATEMENT AND ACTION PLAN FOR INTERNATIONAL DEVELOPMENT, ENVIRONMENT AND POPULATION NGOs ENDORSED BY THE INTERNATIONAL COUNCIL OF VOLUNTARY AGENCIES

Preface

In the period 1985-1986, non-governmental organisations (NGOS) in North America worked out a statement and action plan - under the heading MAKING COMMON CAUSE - that demonstrated their commitment to cooperation across the frontiers that had too often separated their efforts in the fields of development, environment and population. The preface to the statement ended by urging that similar cooperation be established with and among NGOs elsewhere in the world.

The statement and action plan was presented in 1986 to the International Council of Voluntary Agencies (ICVA) whose Working Group on Development Issues commended it as constructive contribution to the global debate, and encouraged similar initiatives by NGOs in other countries.

In 1987 the ICVA Working Group, repeating its acclaim for the value of the initial North American text, undertook to "internationalize" this document in order to make the concepts, goals and suggestions, relevant and useful worldwide.

A draft "international" document was submitted by the ICVA Working Group on Development Issues to a Development Forum in Rome in March 1988, and adopted with slight amendments. The text was accepted as a policy statement by the ICVA Governing Board on 16 March 1988.

The Rome Development Forum, which also held substantial discussions on the recommendations of the World Commission on Environment and Development concluded that *Making Common Cause Internationally* was a timely and valuable NGO response to this Report.

STATEMENT

A communications gap has kept environmental, population, and development assistance groups apart for too long, preventing us from being aware of our common interests and realizing our combined power. Fortunately, the gap is closing. We now know that what unites us is vastly more important than what divides us.

What Unites Us

We have a common goal in striving for a more livable, non-violent planet. We share a deep concern for the world's poor. We affirm the need to maintain the integrity, stability, and beauty of the ecosystem and the imperative of social justice. We recognize that poverty, environmental degradation, waste, the inequitable distribution of wealth, and population growth are inextricably related and that none of these fundamental problems can be successfully addressed in isolation. We also recognize that there are other related issues - debt, conflict and the terms of trade - with which NGOs, as well as governments, must be concerned. In focussing on environment, development and population we do not mean to exclude these questions but rather to address a particular set of issues which are high on the agenda of so many NGOs and which can readily bring us together to make common cause. We will succeed or fail together. We realize that to accept a shared destiny with the rest of creation is to accept the reality of reciprocal interdependence and co-evolution. We agree with the late Barbara Ward, herself a bridgebuilder, that the great insights of the 1972 UN Conference on the Human Environment at Stockholm were "interconnectedness" and a

sense of "shared stewardship" for our common planetary home. We regret that our governmental leaders today often seem to be denying yesterday's lesson - that we are all passengers on the same Spaceship Earth.

Africa as Impetus

While we recognize that NGOs work throughout all regions of the world to further the process of social and economic development, the ongoing crisis in Africa has given us a new urgent impetus to make common cause. Africa's rural poor make the linkages between poverty, rapid population growth, and environmental degradation especially obvious and illuminate the injustice of the North-South divide which perpetuates unfair trade practices and exploitation. With the world's highest population growth rates, they suffer most from resource depletion as they scratch a living from the soils, forests, wildlife, and waters around them. Women bear the highest costs because of their role in providing water, food, and fuel for their families. Whether the rural poor can obtain these and other necessities depends largely on whether the environment can support them. Yet, in their struggle to survive, the poor are forced to damage the very resources they need to improve their future.

The urgency of addressing African problems should not, of course, cause us to neglect the environmental, development, and population challenges facing other regions.

Brundtland as Further Impetus

In 1987 the World Commission on Environment and Development ("The Brundtland Commission") presented to the United Nations, to governments, to the world, its dramatically timely report entitled **Our Common Future**. The analysis, data and hearings that had gone into the preparation of what is universally known as "the Brundtland Report", together with the conclusions the Commission drew on the perilous state of the world and the urgency of a wholesale commitment by leaders, organisations and people to sustainable development, can only highlight and reinforce the message of the need to make common cause.

Indeed Brundtland herself could not have been more specific when she delivered the James Marshall Memorial Lecture in New York on October 19, 1987:

> The Commission found that a major prerequisite to sustainable development is a political system that secures effective citizen participation in decision-making... Up until a few years ago, the fragmented concerns of NGOs all too accurately mirrored the too fragmented concerns of the governments and their institutions. There were conservation groups, development groups, relief groups, women's rights groups population groups, disarmament groups. Too often they competed against one another more often than they cooperated; too seldom did they seek out common ground.
>
> Today there is a chance for all these groups to work together on a broad front... The many issues of the many non-governmental organisations come together in the one issue of sustainable human progress. Are we equal to the opportunity? Are our visions broad enough to look beyond our traditional mandates and see how all issues and all peoples are now united in a common concern for our common future?"

We could not ask for greater clarity, greater encouragement, greater challenge. Perhaps we should repeat our opening declaration; we now know that what unites us is vastly more important than what divides us.

Guide-lines on Process

We must have broad agreement, not only on our common goals, but also with regard to the process we use to reach them. The activity that engages us is so sensitive - combining human relationships and the wise use of resources - that all those who agree to cooperate should understand and subscribe to the process even though all may not be implementing programs in the field.

We must encourage the growth and development of indigenous NGOs and community groups in Third World countries. We agree that unless a project's conception, planning, implementation, and decision-making are led by the recipients, it will have inadequate meaning for them and they will be unlikely to feel responsible for its sustenance and outcome. We maintain that this axiom holds as true for environmental and family planning projects as it does for development assistance programs and for projects in all three areas that involve women as well as men.

We recognize that style is a crucial element in the transfer of knowledge and assistance - be it for development, environment, or family planning purposes. We agree that it is not just what we do, but how. We have to work with a human style that maximizes rather than minimizes the freedom and dignity of the recipient - whether an individual, a community, or a nation.

Sustainable Development

International development assistance NGOs stand with the environmental and population NGOs in supporting an emerging consensus that economic and social development and environmental concerns are not antagonistic but are mutually reinforcing. To be sure, priorities and methods will differ. But we can agree that poverty-stricken populations find it difficult to maintain the natural systems and resources on which human life and welfare depend. Sound economic and social development helps to create the foundation and the choices that permit environmental values to be honoured.

Arriving at a commonly accepted definition of "sustainable development" remains a challenge for all the actors in the development process. Meanwhile, we can describe it as a development strategy that manages natural resources so that they provide for the needs of today while ensuring the resources of tomorrow. Sustainable development, as a goal, rejects policies and practices that support current living standards by depleting the resource base, leaving future generations with poorer prospects and greater risks than our own. Because the pressures on the environment are many and complex - some of them being the result of human miscalculations and of misplaced use of financial and human resources - long-term sustainability, with concomitant rises in living standards, is a critical and urgent challenge.

We should take care to learn from those indigenous populations that have been managing their resources sustainably for centuries.

United but Different

The field experience of the three sets of NGOs differs in degree and kind. The three groups have evolved from different circumstances, communicate different messages, and employ different strategies to achieve sound resource management and social change and justice. Thus, only by working closely together will we be able to identify possible links and go on to forge them. We must keep in mind that although differences between us do exist, we have a common goal of improving human life.

The Action Plan that follows identifies the measures we intend to take together. They are first steps in translating our shared principles into operational realities.

ACTION PLAN

The three components of the action plan proposed here are public education, public policy, and improving collaboration in field activities. All are essential, and all are interrelated.

Public Education

In public education, environmental, population, and development groups can cooperate effectively and to great mutual advantage. Over the past decade, environmental education, population education, and development education have emerged as seemingly separate disciplines. But it is now clear that they are really closely related expressions of a single purpose: to educate our society to achieve sustainable development.

Acceptance of the reality of global interdependence is a central priority of our time. Environmental, population, and development issues are inter-woven threads in the fabric of an interdependent world. The goals and values that our groups hold in common clearly provide the foundation for a collaborative public education program.

The quality of our joint public education effort will be as critical as its direction. Our programs must simultaneously:

> convey information and knowledge from the most accurate and current sources;
>
> promote concern for equity and justice, understanding of individual aspiration, and respect for indigenous cultures and traditions;
>
> demonstrate the relevance and importance of our issues to the quality of life and security of all countries;
>
> stimulate individuals and community groups to change wasteful and damaging lifestyles and technologies, to improve the quality of life, and to work towards eliminating the root causes of poverty and hunger in the world; and
>
> suggest wide-ranging options for action so that all individuals and groups who want to can become meaningfully involved.

Tactically and strategically, such an education program must distinguish between informal adult education, which can effectively be conducted through the existing structures and activities of many environmental, population, and development groups, and formal classroom education, at all levels, which will require longer-term consultation, planning, curriculum development, teacher training etc. While some of the components of this two-pronged approach apply more to one educational approach than the other, all deserve careful consideration in framing an education program.

Identification of Critical Issues

Critical issues are the lenses through which collaborative public education programs must be focussed. Only concrete, newsworthy issues can command the attention we seek and provide ample bases for studies, analyses, educational materials, and recommendations for action. For the next few years, Africa is likely to be the principal regional focus. Widespread media coverage of human tragedies in the sub-Saharan countries has sensitized most countries to Africa's problems and prepared the way for education on longer-term, interrelated issues of population pressures, food production and distribution, water supply and quality, and reforestation. What is equally controversial and improperly understood are the pressures that cause rural people to flee the countryside in search of a better, but elusive, quality of life in crowded cities; that make cash crops more essential than food for

consumption; that make industrialization an attractive prize and the debt crisis an apparently inevitable consequence. These underlying issues must be understood before sustainable development can be dealt with creatively and from a long-term perspective. Programs will be most effective when they show the public how each of these issues affects the others for both better and worse.

In this integrated effort, care must also be taken not to portray these problems as impossibly complex or overwhelming: the objective is to inspire commitment and action, not hopelessness and depression. Whenever possible, solutions should be spelled out as clearly and compellingly as the problems: so should the comparative costs and benefits of each option. The case for concerted action will always be stronger if the interdependence of nations and peoples can be highlighted. Altruism is not the sole motivator.

Working with the Media

The media's growing power in informing and motivating the public has become a fact of life. Population, development, and environment groups must invest more time and effort in cultivating an awareness among reporters, editors, and commentators about how the three areas we care about are inter-related.

To increase our effectiveness, we should also, country by country

Create a media relations entity to promote coverage of environmental, population and development stories that highlight these interrelations

Hold joint press conferences drawing on knowledgeable representatives of our three communities, particularly when specific crises offer the opportunity

Produce a media handbook to help member groups with techniques for gaining media access and presenting materials to the media in a global context; and

Support informed global reporting by demonstrating appreciation through letters to the editor and phone calls. (One possibility is an award for outstanding global reporting: the awards themselves are newsworthy).

Selecting Specific Groups to Reach and Tailoring Approaches to Them

To achieve maximum effect, public education programs should focus on well-defined groups.

For the three interrelated areas of development, environment and population, the most important targets in formal education are professional educators and educational administrators, who need to be involved at every level from elementary school through post-graduate education. They can contribute experience and guidance to both program substance and strategies for influencing the educational system at points of maximum leverage.

Specific activities for environmental, population and development groups to undertake with educators include:

teacher/educator training institutes;

in-service training workshops;

development of new curricula stressing interdisciplinary and holistic approaches; and

the review and testing of new curricula and materials.

Pooling and Sharing Resources

Whenever possible, we should pool our materials, speakers, meeting schedules, media events, and other resources, thus maximizing our reach and impact.

Maintaining Clear Action Orientation

Throughout all collaborative educational programs, whether informal or formal, the awareness that our three communities' purpose is action - not abstraction - should be paramount. In the broadest sense, all these educational activities can perhaps best be understood as long-range constituency-building for sustainable development.

Public Policy

There is no clear line between public education and public policy in a democratic society where policy-making is essentially a consensus-building process. Indeed, rarely are significant new policies made without broad constituencies to support them.

Global Interdependence: A Fact in Search of a Policy

The long-term challenge for environmental, population, and development groups is to work together to bring about governmental policies that reflect global interdependence, perhaps the central reality of our time, and the crucially important connections between industrialized countries, national interests and poverty, resource management, and population pressures in the Third World.

This long-term agency requires clear communication especially among the policy research organisations in the three NGO communities. Although initiatives for collaboration will most likely spring from those organisations themselves, their funders must acquire a keener understanding of the interconnections between poverty, resource management, and population pressures. Like the NGO communities themselves, many funding sources are structured along functional or regional lines that make it difficult for them to address cross-cutting issues.

The Needs for Cooperation and Legislation

Each year, the development assistance budget of some country declines, and others stagnate.

We urgently need more effective public influence in favour of properly directed aid, on behalf of the international organisations that are doing valuable work, and for reforms in ineffective institutions.

Improving Collaboration in Field Activities

The field is understood to be any nation where we are collaborating to address poverty and bring about wise natural resources management. It is there, ultimately, where we are evaluated. We must ask ourselves: Do the policies we advocate and the legislation we support actually result in the hoped for difference in the field? Are our education programs and media coverage accurate and do they motivate our citizens to take action such that the projects we carry out in the field make a long-term difference to the quality of life?

The answer to these questions come from the field. They are an important monitor of our values, our biases, and the effectiveness of our methods.

Because our field experiences vary widely, we should begin by learning about what each does in the field. Then we can identify where and how we can work together and actually start collaborating. Some environmental groups have gathered valuable data on natural

resources in developing countries. This information could help development assistance groups incorporate environmental considerations into their project planning. Development assistance and population organisations have accumulated experience supporting community-based projects, providing services, training personnel, stimulating policy dialogue, and evaluating projects. Environmental organisations could build upon these experiences in their work.

Exchange of information and experiences are a start, but most importantly we need to identify ways to be mutually supportive of one another in the field. It is in the field that we will find answers to these questions.

> Are our labels (environment, development, population) artificial distinctions that keep us from seeing natural linkages?
>
> In practice do our objectives, and/or methods for achieving them, conflict, and if so is the conflict conscious or unconscious, avoidable or unavoidable?
>
> Are we "territorial" and unwilling to share our projects for fear of losing funding and/or prestige?
>
> Are these situations to avoid then, for social, cultural, or political reasons, we are liabilities to one another?
>
> Did projects fail or falter because we did not look beyond our own disciplines?

We should build on each other's expertise, if for no other reason than to maximize limited financial and technical resources. But this can only be determined by facing these issues in the field. Only then can we answer the questions that will tell us how the whole can be greater than the sum of the parts.

The following specific recommendations encourage closer collaboration.

RECOMMENDATIONS

Exchange of Information

Expand national forums and conferences to include representatives of each group from the areas of enviroment, development assistance, and population as appropriate and to include discussion of the interrelationships between the three.

Encourage training sessions and workshops that provide relevant information from each group.

Continue to enhance production of technical environmental materials for development assistance projects that involved natural resources management so that:

Provide information about case examples in planning, implementation, and evaluation of development assistance projects that involve natural resources managment so that:

- Environmental and population groups can learn about development assistance
- Successes can be replicated
- Materials for development education are more readily available
- Field staff can be better trained
- Policy studies and recommendations receive needed support

Prepare a list of current directories of agencies working in the field, indicating what they are doing and where.

Indirect Cooperation for Field Activities

Create linkages among the groups by helping industrialized country NGOs get introduction to and information about NGOs and consortia in the Third World for dialogue and interchange with groups from industrialized countries about information on specific environment/development/population issues.

Direct Cooperation in Field Activities

Provide environmental input and technical assistance for development projects. A mechanism for gaining access to the appropriate types of assistance is necessary in each country and/or region.

Identify case studies - successful field projects that integrate environment, development, and population, and projects that could have been more effective if there had been more integration.

Select a project to provide a model and demonstrate linkages. Exchange of information and knowledge about what we do and how we go about our work, as well as identification of case studies, should enable us to choose a location and work together in the field to address issues of importance to all of us.

RESOURCES

OLDER ADULTS NETWORK NEWSLETTER

Dianne Norton is the network coordinator for the ICAE network for people interested in education for older adults.

The network publishes a newsletter which highlights work being done by and with older adults. Newsletter No.2 informs us that the Older Adults Network has now made contact with over 60 people in different countries who recognise that older adults have special educational needs and that they have much to contribute to society.

A new direction for the Older Adults Network is to recognise the role that older adults can play in preserving the earth. Roles which have been identified include:

" - as recorders of language, literature and history
- as teachers of old skills, both practical and artistic, to younger generations
- and as campaigners for a healthier environment.

In Thailand for instance elderly people are regarded as culture bearers and teachers who pass their knowledge of traditional skills, architecture, handicraft, herbal treatment and cooking on to the younger generation....Thailand has a system of national awards for outstanding elderly people who have made a significant contribution to the community and social development."

Further information about the newsletter or the network is available from:

Dianne Norton
6 Parkside Gardens,
London SW19 5EY,
England

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GRASSROOTS APPROACHES TO COMBATTING POVERTY THROUGH ADULT EDUCATION

Supplement to **Adult Education and Development, No. 34, 1990.**

Edited by Chris Duke; with Noreen M. Clark, Anita Dighe, Rezaul Haque, Simanga Nxumalo, Om and Ginny Shrivastava, Sandra Stacy and Felix N. Sugirtharaj.

"The seven stories in this book are selected from about thirty studies, drafted in different parts of the world, of the relationship between adult education and development. All had a particular focus on the reduction of poverty. They were originally commissioned by the ICAE and the World Bank gave modest assistance. Field workers in different countries collected data in the early eighties according to a schedule prescribed by the coordinator, editor of this volume. This followed a process of enquiry and consultation with the widening network of those involved in this internationally arranged "Commission of Enquiry".

The book contains nine chapters:

Global Thinking - Local Action
White Health for Black Australians - A Cautionary Tale
Women Working Together - Learner-Determined Priorities in the Tototo-Kilemba Programme
Developing Women's Income-Generating Skills in Swaziland
Organising Women for Action - Self-Employed Womens Association
Learning and Action in Rajasthan - The Work of Seva Mandir
From Health Care to Community Development: Broading the Base of Gonoshasthaya Kendra
Organising Agricultural Labourers in Southern India: Association for the Rural Poor
Grassroot Changes - and some Implications.

Each chapter has an introduction and summary which draws together the material into a coherent whole.

For a copy of the publication please write to:

Deutscher Volkshochschul-Verband
Fachstelle fur International Zusammenarbeit
Rheinallee 1
D-5300 Bonn 2
F.R. Germany

It is available in English, French and Spanish.

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BOOK REVIEW

Literacy in Development. People, Language, Power

Report of a Seminar (6-7 April 1990) Commonwealth Institute, London), for all those interested in development, education and literacy in the Third World. ILY90. Published by Education in Development (E.D) with the Commonwealth Institute, 1990. 74p.

Reviewed by Dr R.E. Carmen. Rural Social Development and Adult Literacy, Centre for Adult and Higher Education, School of Education, University of Manchester. Oxford Road, M13, 9PL, UK.

This report is a reflection of the British contribution, spearheded by E.D. (Education for Development) to ILY90 (International Literacy Year 1990), to 'direct the attention of the general public to matters related to literacy in Third World Developing Countries - to increase their awareness and understanding'. (p.2)

The resulting publication is the product of the efforts of 118 participants (40% from the third world - 250 attended the opening session). It contains two valuable as yet unpublished keynote addresses by Manzoor Ahmed (on Literacy and Development) and Lalage Bown (on Literacy and Women) while the bulk of the space is taken up by the workshop papers and (verbatim) renditions of the 4 plenary sessions. The workshops follow a logical progression: 'NFE and Development' (A), Definitions and Politics of Literacy (B), the Setting up and Maintenance of a Literacy Programme (C) and, finally, Teaching and Learning Methodologies and Materials (D).

The reader is presented with a comprehensive portfolio of ten mostly original contributions and reflections on the potential role of literacy in (Rural) Development in the nineties.

The great variety of topics and reflections is held together not only by the bonding compound of the organisers' introductory remarks and concluding comments, but also by the reactions, during the Plenaries, to those addresses and working papers by the participants. The process by which this publication came into being constitutes part of its interest and is responsible for its particular flavour and unique character.

The organisers, however, ask themselves whether, in retrospect, the basic dilemma, 'whether literacy has any role at all in rural development' was addressed in any meangingful way (Rogers p.4). If the conference ended, in that respect, on a rather inconclusive note, it is not only because the participants were predominantly practitioners, whose basic problem 'was one of the strategies, not principles' (ibid) but because the organisers themselves perhaps failed in their self-imposed task (p.19) of properly 'setting out for the benefit of the participants', (and for the understandable reason of time constraints) 'the theoretical context'.

On the one hand there is a remarkable consistency and willingness to stick with the major foci of the conference: People, Language, Power. These three aspects are well represented in the powerful investigations into literacy (ies) and language by Brian Street, Didacus Jules and L. Saraswathi. The wider implications are further emphasised by Manzoor Ahmed's contextualisation of literacy in the freezing economic climate of the 1990's (he uses the image of a water bucket with a large hole in the bottom when referring to absolute illiteracy figures - North America has 30 million functionally illiterates) whereas Lalage Bown points to the added problems of women's 'invisibility' within this already dire picture. MacCaffrey (on the Student Writing movement in Britain) and Saraswathi and Mukhapadyaya, in an entirely different context in India, link up with Freirean tradition and understanding of literating education and attendant participatory, empowering methodologies, curricula and materials.

The conference, on the other hand, does not do itself a favour when it avoids to pay the same attention to the exploration of possibly empowering meanings of development, particularly Rural Development, as it does to Literacy. It further weakens the cause of consistency when it 'broadens out' into the field of Nonformal Education, without going into the historical and ideological foundations of this essentially negative way of describing what often are independent, positive and self-directed educational activities. The two case-studies of NFE initiated, set up, financed and maintained from the centre (Alexander and Townsend Coles) are not counterbalanced by grassroots-initiated NFE. The 'People, Language and Power' connections of these examples are, at best, tenuous. Would it not have been better, in view of this, to concentrate on what Jomtien 1990 identifies as the real literacy 'Framework for Action' for the nineties: BASIC EDUCATION (p.8)?

Despite some inconsistencies and lack of uniformity which, for a report such as this is not necessarily a weakness, the Conference does succeed in its aim not only to shed light but to put the limelight on ILY90 and the problematique of literacy in the next decade. It contains a wealth of information and insights. Highly recommended to 'those interested in development, education and literacy in the Third World'.

This publication is available from:

Education for Development
Ulph Cottage
Church Plain
Burnham Market, Kings Lynn
Norfolk PE31 8EL, UK

LEARNING EXCHANGE

ASPBAE GENERAL ASSEMBLY

ASPBAE will hold its first General Assembly in Tagtaytay City in the Philippines from 9-16 December 1991. The theme of the Assembly will be Unity in Diversity.

A team of ASPBAE members is now working on preparing background material on a series of sub-themes to be discussed at the Assembly. These are:

Literacy/post-literacy and universalization of education
Women's education and related issues
Education for peace and human rights
Education for sustainable development/appropriate technology &
Environmental protection
Workers education
Strengthening national structures and leadership
Information, communication and publication.

There will be visits to adult education activities in the Philippines; plenary sessions on the main theme; an international panel of adult educators; a women's panel; thematic workshops; meetings of special interest groups such as the disabled, elderly, indigenous groups etc; and meetings of ASPBAE committees.

Attendance is by invitation as space is limited but anyone interested should contact:

Dr W.M.K. Wijetunga
Secretary-General
ASPBAE
30/63A Longden Place
Colombo 7, Sri Lanka

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TRAINING AND ADULT EDUCATION IN A CHANGING SOUTH PACIFIC

A Five Day seminar on the above theme will be held in Sydney, Australia from 6-11 October 1991 at the Faculty of Education, University of Technology, Sydney.

The seminar is being sponsored also by the Commonwealth Association for the Education and Training of Adults.

The objectives are:

"By the end of the seminar, participants should :

* Have an understanding of the issues affecting adult education and training in the region

* Have an appreciation of the training needs of their industries and communities;

* Have developed a number of training and adult education strategies to respond to these issues and needs;

* Have formed a network of trainers and educators with a common understanding of the training and adult education challenges in the region.

Further information is available from:

Michael Newman, Program Director
CAETA-UTS Seminar
Faculty of Education
University of Technology, Sydney
PO Box 123, Broadway, NSW 2007
AUSTRALIA

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ASIAN PEACE RESEARCH ASSOCIATION

The Asian Peace Research Association is holding a regional conference on "Peace and Security in the Asia Pacific Region Post Cold War: Problems and Prospects", at the University of Canterbury, Christchurch, New Zealand, from 31 January to 4 February 1992.

Further information is available from:

Ivo Sarges
Conference Organiser
Department of Sociology
University of Canterbury
Christchurch 1, New Zealand

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NEW ICAE SECRETARY GENERAL

Dr Retta Alemayehu has been appointed as the new Secretary General of the International Council for Adult Education effective from 1 July 1991.

He has worked as a member of the National Literacy Campaign Coordinating Committee in Addis Ababa, Ethiopia and undertaken volunteer community work.

His doctoral thesis at the Ontario Institute for Studies in Education was on the topic of "Illiteracy/Literacy in Canada: The Case of Ethnocultural Minorities in Metropolitan Toronto".

The former Secretary-General, Budd Hall, will pursue an academic career as a Professor of Adult Education at OISE.

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DAME NITA BARROW AWARD

As a tribute to Dame Nita Barrow, past President of the Council past President of the Council, ICAE has instituted the Dame Nita Barrow Award. It will recognise organisations that have demonstrated that women's active participation has increased in the following areas:

* in leadership and decision-making roles
* in planning and policy advisory positions

It will:

* recognise organisations that have promoted discussion around gender issues within the social movement(s) in which they are involved

* included gender issues in all aspects of the organization and on agendas and programs.

Further information from:

ICAE
720 Bathurst Street, Suite 500
Toronto, Ontario, M5S 2R4, Canada

Fax: (416) 588 5725

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KOREAN ASSOCIATION OF ADULT EDUCATION

The KAAE has appointed a new Secretary General. He is:

Mr Lee Jong-Man
Secretary-General, KAAE
c/- Rural Adult Education Major
College of Agriculture
Seoul National University
Suweon 441-744 Korea

Correpondence for the Korean Association should be directed to Mr Lee at the above address.

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KOREAN SOCIETY OF WOMEN'S EDUCATION

This new Society was established in August 1990 after having operated for several years under the name of the Committee for Adult Education for Women.

Nationwide seminars and symposia were held in 1988 and 1990 and these led to a demand for an avenue for women in education to meet and exchange information and ideas.

The first president of the Association is Dr Chija Kim Cheong who is also associate professsor at the Seoul National Teachers College.

Major activities of the Society will be: Information, Education, Communication and Research. They will publish a Newsletter 4 times a year and hold bimonthly meetings.

Further information about the Society is available from:

Dr Chija Kim Cheong
Korean Society for Women's Education
YOIDO PO Box 103,
Seoul 150-602
Korea

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ICEA SIXTH WORLD CONFERENCE

The International Community Education Association will hold its next Conference in Port of Spain, Trinidad and Tobago from 29 July to 2 August 1991.

The topic is "Community Education - Developing the Global Village".

Further information is available from:

ICEA
Lyng Hall
Blackberry Lane
Coventry CV2 3JS
England

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LINKS WITH PEOPLE INVOLVED IN LITERACY

Kevin Parkinson of Rotary International is interested in forging links with groups in Asia the Pacific who are undertaking literacy activities. Any groups which are working in this area and who would like to link with the Australian group is invited to write to:

Kevin Parkinson
Rotary International
10 Porter Terrace
Rostrevor SA 5073
AUSTRALIA

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NEW HEAD OF ICAE INTERNATIONAL EDUCATION AND CRIMINAL JUSTICE PROGRAM

Ana Krajnc has been appointed to head the ICAE program on International Education and Criminal Justice. The Executive Meeting of the Council, held in Sweden in April, made the appointment. Dr Krajnc succeeds Mr J.W. Cosman who served as coordinator from 1985 to 1991.

The Mission of the ICAE Education and Criminal Justice Program for the next five years will be to promote and cooperate in the implementation of the five resolutions pertaining to education in the field of crime prevention and criminal justice which were adopted by the United Nations in 1990.

Further information is available from:

Dr Ana Krajnc
Princiceva 3,
YU-61210 Ljubljana
Slovenia, Yugoslavia

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